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ABSTRACT

At the heart of the secondary teacher education collaboration between the East Longmeadow School District (Massachusetts) and the University of Massachusetts at Amherst are the faculty at East Longmeadow High School and Birchland Park Middle School who have prepared to be mentors for student teachers. This volume contains reflections by these teachers about their experiences as mentors and the process of developing a professional development school. In addition, it contains statements by university faculty, a school district administrator, principals, and student teacher interns associated with the clinical site. Included in the volume are the sections: "Perspectives on the Need for Improved Teacher Development: Mentoring in a Professional Development School"; "Teachers As Mentors"; "Specific Components of a Mentoring Program in a Professional Development School"; "Impact of Mentoring in the Professional Development School Setting"; and "How to Begin a Mentoring Program." Appendices include a bibliography listing 26 references, a review of literature on the mentor role in teaching, and a report on a 1988 summer conference on mentoring. (IAH)

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UNIVERSITY OF MASSACHUSETTS AT AMHERST/EAST LONGMEADOW COLLABORATION

A CASEBOOK ON SCHOOL-BASED MENTORING

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Secondary Teacher Education Program

Supported by Grants from the
East Longmeadow Public Schools
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SP033339

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FOREWORD

East Longmeadow has made a distinctive commitment to collaboration in teacher education with the University of Massachusetts. The East Longmeadow community, their State Representative, Iris Holland, the School Committee and the Superintendent, Dr. John Drinkwater, have offered financial, moral, and substantive support to the development and sustenance of this joint effort in teacher education. The community's commitment has been recognized and supported by the Massachusetts Board of Regents of Higher Education, The State Department of Education, the Western Massachusetts Regional Office directed by Dr. Ann Schumer, and the Dean of the School of Education, Marilyn Haring-Hidore. The East Longmeadow/University of Massachusetts Clinical Site is also earning state and national recognition as a developing Professional Development School.

The State and the community have provided the context within which Associate Superintendent Peter Cannone could merge his deep commitment to the East Longmeadow school district with his vision of a partnership with the university in the preparation of new teachers. That vision led to East Longmeadow schools working with the University of Massachusetts's Secondary Teacher Education Program much as a teaching hospital works with a medical school. The program is in its fifth year of development at East Longmeadow High and has expanded to Birchland Park Middle School. With the support of a grant from the Fund for the Improvement of Post Secondary Education, the model developed at East Longmeadow provided guidance to Greenfield High School in their development of a clinical site, and mentor faculty from East Longmeadow have worked with faculty from Holyoke High School, as they explore becoming a clinical teacher education site.

At the heart of our teacher education collaboration are the faculty at East Longmeadow High School and Birchland Park Middle School who have prepared to be mentors for beginning teachers. The mentor faculty have been remarkable in their willingness to commit time and energy to working with a cohort of student teachers who are placed each semester at the clinical site. But perhaps even more singular has been their willingness to come together as group to read, discuss, and participate in research about teacher education. As evidenced in this volume, they have reflected on and written about their experience as mentors and the process of developing a Professional Development School. This volume was prepared as a part of the Seminar on Mentoring led by one of the co-directors of the project, Dr. Helen Schneider. We are happy to share this volume with our colleagues interested in the development of mentoring, the professional development school concept, and collaboration in teacher education.

Earl Seidman, Co-Director
East Longmeadow/University of Massachusetts,
Clinical Site Teacher Education Program
June 19, 1989

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I. Perspectives on the Need for Improved Teacher Development: Mentoring in a Professional Development School

A. THE VETERAN TEACHER - Chuck McKinney

Everyone who is a teacher has the shared experience of student teaching. Whether good or bad, this is where theory and abilities are finally tested. The role of the student teacher seems fairly well defined, but what of the cooperating teacher? Is their role ever clearly defined in this critical stage of the students education? Let us examine what might be going on in the mind of a soon to be mentor:

Gary Portaloy walked slowly, pensively through the long, winding corridors leading to the principal's office. He was eager to meet his new practice teacher, eager to get started with the whole process, and yet several worrisome concerns kept nagging their way into the corner of his conscious mind.

This would be Gary's fifth practice teacher in his twenty-four years as a secondary English teacher, but most of those five young people had come and gone long ago --- before the pipeline of prospective teachers had dried up to a trickle and then to a stop. Now here he was --- about to meet a nineteen eighties' version of a practice teacher --- and all those frustrations and uncertainties he'd experienced years ago remained unresolved.

To begin with, he asked himself, why was he meeting this person for the first time today, the very day the practice teaching experience would formally begin? Shouldn't he, the cooperating teacher, have some say in whether or not the prospective practice teacher met minimum standards of competence and compatibility? And speaking of selection processes, Gary went on to ask, how was it that he had come to be a cooperating teacher at all? And equally troubling was the issue of his own motivation. What was in all of this for him, and why was he really doing it?

The questions and issues flooded his mind now. He remembered clearly his earlier doubts about his own ability to supervise and plan what was probably the single most important

experience in a prospective teacher's pre-service training. And where could he, as the cooperating teacher, turn for help? The building administrators had no vested interest in the success of the process. Gary's own colleagues, first-class teachers in their own right, had other priorities and could be counted on only for marginal assistance. And the university supervisors? Gary could scarcely remember them. He had never understood his role in relation to theirs and had certainly never felt encouraged to seek their aid or counsel during their brief incursions onto the scene. Plus, the university itself had always seemed so distant, so inaccessible, that from Gary's perspective it played no role at all in the practice teaching experience other than to grant the prescribed credits.

This flood of memories left Gary feeling fragmented and unconnected. But just as strongly came the sense of power, the power to mold this individual after his own style, the power to dictate this young person's schedule for seven hours a day and beyond for fifteen weeks, the power to use his practice teacher's time and presence to his own advantage, and most of all, the power to enhance or destroy this person's attitude towards teaching.

Gary suddenly realized that he didn't know which he feared most --- his role uncertainties and lack of support or his abrupt acquisition of power with its potential abuse. He did know, however, that the system he worked within provided him with few answers.

Unfortunately, Gary's experiences are neither unique nor isolated. Indeed, if you have ever had a practice teacher, you probably share some or all of his concerns. Let's take a closer, more systematic look at some of the problems facing cooperating teachers.

Cooperating teachers are often selected in a very casual (bordering on random) fashion. Typically the principal or perhaps the department head announces, "We have a practice teacher coming from the university, anybody interested?" Rarely

are issues of the prospective cooperating teacher's competence, motives, or empathetic abilities seriously considered. And conversely, the cooperating teacher often doesn't even meet the future practice teacher until " the deal has been struck," much less get the opportunity to screen, interview, or even size up the issue of personality compatibility.

Cooperating teachers take on practice teachers for a wide spectrum of reasons (noble to ignoble) ranging from the small stipend, to a college course waiver, to an opportunity for some free time, to fulfilling an obligation to an administrator, to a vague sense of responsibility to their profession, to a realization of the need to share their expertise (Stout, 1982). Because of the historical separation of school and university, the cooperating teacher is rarely able to see the practice teaching experience within the larger context of the total pre-service training package.

Seldom do cooperating teachers receive training for the responsibility they are about to assume (Zeichner, 1980). Such training is usually not available, or is not funded in the few cases where it is. The message to the cooperating teacher is clear enough; your job is not all that important.

Traditionally, cooperating teachers have not been provided with an adequate support system. In spite of the myriad of

problems and questions such teachers are likely to encounter, the cooperating teacher has only himself or herself to turn to. The building administration --- even when open to receiving practice teachers --- is rarely committed to helping cooperating teachers sort through the day to day problems. Other teachers, though usually sympathetic, generally view the practice teacher and any attending problems as the "sole property and possession" of the cooperating teacher.

The most logical place for the cooperating teacher to look for help would be beyond his school to the college or university from whence the practice teacher came. But the lines of communication between the two institutions are too often weak through disuse. Prejudices and stereotypes abound at both ends and interfere with constructive dialogue. And even when the cooperating teacher and the university supervisor enter the process with the best intentions, the framework is usually not in place to support a productive and cooperative alliance.

B. THE STUDENT TEACHER - Dave Marden

The student teaching experience can be the source of great satisfaction or as the following example points out, frustration:

Dear Mom and Dad,

"The best laid plans of...." It has taken me only two weeks of student teaching at Sweet Valley High to realize that all of my dreams are going up in smoke. I really thought that teaching was going to be a wonderful, challenging and ultimately rewarding experience. But now I'm convinced that a lifelong goal was nothing more than a foolish, naive dream.

My first day at school was a disaster. My cooperating teacher, Mr. Johnson, is two years away from retiring and told me that my being here would give him some time to wind down and get away from the "jerks" in his classes. He then handed me the curriculum guides, textbooks and class rosters and said, "You'll be taking over tomorrow." Talk about panic!!! But that's what happened. The next day I took over all five classes. And it has been all downhill since.

These last two weeks can best be summed up by the words frustration, confusion and isolation. I don't really know what I'm supposed to be doing, even though I'm really trying. Everything is overwhelming, and the worst part is that I have no one who either knows or cares what I'm going through. I haven't seen Mr. Johnson in a week and when I called Mrs. White at the University she said things would get better and that it is just part of the job.

Well, I'm going to stick it out but right now it looks hopeless. Wish me luck. Please write!!!

Love,
Jill

Jill's desperate letter to her parents paints a worst case scenario of a student teacher's experiences. However, it does dramatize many of the important problems that have faced both

student teachers and beginning teachers in the formative years of their professional development. The UMass-ELHS Project has attempted to both identify the needs of practice teachers and to help meet those needs in systematic and professional manner. Those needs, which are documented in recent educational literature, can be broadly categorized as:

1. To assume classroom responsibilities gradually and only after becoming familiar with the total school environment, including curriculum, student life, faculty and administration, and school and community goals and expectations.

2. To have properly trained, caring mentors who provide useful training on teaching methods (without creating clones), who act as role models, and who are consistently receptive and available to the practice teachers as confidants.

3. To be in an atmosphere where the student teachers do not feel isolated; to have other "beginners" around for mutual support and assistance.

4. To have a strong support system consisting of mentors and university supervisors who are able to provide formalized, on site training in areas such as classroom management and lesson planning. And, of great importance, to provide ad hoc guidance when things begin to "break down" during the course of the training experience.

C. THE UNIVERSITY SUPERVISOR - Helen Schneider

The experience of the university supervisors in public schools often fits a pattern which is far from ideal. Many times the cooperating teacher and supervisor have never met before the semester and will never encounter each other again. The supervisor usually enters an alien world where she or he is tolerated, but hardly welcomed with open arms. In some cases the supervisor and cooperating teacher actually compete for the attention and loyalty of the student teacher, putting that most vulnerable of people in to a stressful and very uncomfortable position when they should be offering joint support and counsel.

At the East Longmeadow clinical site, the experience of the supervisor is radically different from the grim picture described above. Supervisors there work with a number of student teachers and mentors at the same site semester after semester. The supervisor is treated collegially and has the feeling of being welcomed into a community of fellow teacher educators.

Mentor and supervisor are committed to working together to help the student teacher progress. They understand each other's methods and values in teaching, and have developed a sense of trust from working together for several semesters. Because they have also studied together in seminars on teacher development, they share the same knowledge base about teacher education and

supervision. The supervisor who works with a clinical site like East Longmeadow, where student teachers and university faculty are valued and welcome, is a very fortunate person indeed.

The level of cooperation and collegiality that the teachers and supervisors in the clinical site experience is evident in the example here described. A student teacher--let's call him Joe--although very innovative and well prepared academically, was having difficulty making himself understood by the students in his classes. His mentor teacher (call him Bill) and I observed his most difficult class together and then met with Joe. Since Bill and I knew each other's work and trusted each other, neither of us felt we had to defend Joe from the other-- an unfortunately common behavior supervisors and mentors indulge in when they do not trust each other. Joe also knew that we were committed to helping him overcome his difficulty and that our agenda was to work together to find the right mechanism to help him. We also knew each other's reservoir of experience and possible suggestions. Together the three of us worked through Joe's problem and decided to videotape his next class so that he could see for himself what we were talking about. After the taping, Joe took the tape home to analyze his performance and reported to us that he now knew what we were trying to tell him. (The pronoun

"we" is crucial here.) Later that week I got an excited phone call from the mentor teacher to let me know that Joe seemed to be communicating much better with the class. We shared our pleasure in Joe's performance and discussed what ideas we would share next to help him develop his skills and confidence further.

This positive triangular relationship was possible because Bill and I knew and trusted each other, we each also knew that the other was there to help Joe, and neither of us felt compelled to compete for his allegiance to our beliefs about teaching or to defend him from the other.

D. THE PROFESSIONAL DEVELOPMENT SCHOOL SETTING - Rachel Fleming

In the traditional setting the cooperating teacher is the key to the successful development of the student teacher. The responsibility of this position requires much time and effort and offers an opportunity for professional growth and personal satisfaction to both parties.

It is the duty of the cooperating teacher to:

a) introduce the student teacher to the school setting.

b) determine with the student teacher and the college supervisor the student's responsibilities and assignments during the student teaching experience.

c) meet regularly (whenever time can be found) with the student teacher to evaluate progress.

d) review the lesson plans of the student teacher, giving hints and guidance wherever necessary.

e) fulfill the evaluation process required under the certification regulations. This involves the filling out of numerous forms and checklists.

This traditional approach is modified in a professional development school. This is a school whose administration and experienced master teachers, in conjunction with the School of Education of a college or university, undertake the task of becoming a site for the training of teachers.

Recruited student teachers spend a semester at the school,

carefully guided by experienced master teachers, supervised by their university appointed supervisors. These student teachers become directly involved with all facets of teaching responsibilities at the school and take part in all aspects of the life of the school community.

The university directors of the program, in cooperation with the participating faculty offer on-site seminars for the student teachers. A basic goal of a professional development school is to form an educational community made up of student teacher learners, mentor or cooperating teachers and university education faculty - all committed to the achievement of excellence in teaching.

II. TEACHERS AS MENTORS

A. HISTORICAL CONCEPT OF MENTORING - John Courtney

Greek legend states that King Odysseus, while he was away in battle, entrusted his estate to a man by the name of Mentor. Odysseus also gave Mentor the job of bringing up the King's son. Mentor carried out his duties remarkably well and thus arose the mentoring concept of enlisting someone you know and trust to see that your estate and family are well cared for.

Eventually this role developed into a mentor-protege relationship in the American corporation. The mentor was to take a young protege, nurture and train him, so that he could fully carry out the duties of his chosen career. This mentor-protege relationship was supposed to be very close but was not without turmoil. It was the mentor's job to see that his protege grew with knowledge and perception.

In the field of education, the process of going from college student to full time teacher seemed to be such a giant step that help needed to be available. Thus a mentor teacher was asked to step in and bring that prospective teacher along through a gradual process. It was felt that the first year of teaching was very critical for a beginning teacher. The help of a mentor would pretty much assure the new teacher of a good liftoff on a

teaching career.

B. ROLE OF THE MENTOR IN TEACHING - Joyce Conlin

A review of the literature (see appendix B) indicates that the following five mentor roles are important in a teacher training program:

1. ROLE MODEL
The mentor serves as a role model for teacher professionalism, including attitude toward teaching; classroom teaching effectiveness; relationships with colleagues, administrators and parents; and commitment to professional development.

2. RESOURCE PERSON
The mentor orients the intern to the school faculty, staff and facilities and to curriculum and resource materials. The mentor should also introduce the new teacher to relevant professional organizations, seminars, conventions and publications. In addition, the mentor serves as a resource for planning and instruction, a range of teaching styles and strategies, approaches to classroom management, organization of paperwork, student evaluation, and effective communication with parents.

3. OBSERVER/COACH
The mentor assists in the intern's learning process as an observer and a coach. The mentor observes and offers feedback to the student teacher which builds on areas of strength, identifies areas of weakness and helps the intern to set goals to provide direction for development of essential practices and skills.

4. SUPPORT PERSON
The mentor serves as a sounding board for feelings of frustration, anger, overwork and perceived failure. She or he also shares feelings of satisfaction and success over a job well done. Empathy, patience and the ability to listen are critical

to this aspect of the mentor's role. The mentor's initial task will be to help the intern build self-confidence, develop positive work habits and be effective in his or her own classroom.

5. LIAISON
The mentor has the responsibility for collaboration with the supervisor from the university. The triad -- mentor, intern and supervisor -- work together through formal and informal meetings to make the experience a positive and productive one.

My own experience of having an intern each semester revealed that, depending on the intern, the extent to which each of these roles was dealt with varied. The roles of the mentor for any intern, however, require the ability to effectively demonstrate, to observe and to coach. (Theis-Sprinthall, 1986)

Demonstrating all of the skills and processes involved in being a teacher was an ongoing process from the beginning of the internships right through to the end. Sharing my day to day work with each intern -- record keeping, short and long term lesson planning, test preparation, student evaluation, student management and so on -- gave me the opportunity to reevaluate and to refine my own effectiveness. Encouraging each intern to be creative, I found that I was demonstrating as many teaching styles as possible and trying to use a variety of approaches. The demonstrating aspect of mentoring evolved into a sharing of ideas. Then planning together and learning from each other was a very valuable experience.

The ability to observe effectively was the second aspect of mentoring that I learned about this past school year. Observing each intern and providing helpful feedback, both positive and negative, was not an easy task. For my second intern, I devised an evaluation form that was very helpful. Such a form should be used only if the intern is comfortable with it, of course. When it is used properly, it can be a tremendous help for observing strong points and picking up on weaknesses, and can help make observing interesting and organized. I felt that the evaluation tool I used in my observations helped make the "coaching" aspect of my mentoring more effective.

Good observations are an important part of the coaching process as is the ability to communicate what is observed in a constructive way. The supervisor from the university, also an observer, is another part of the coaching process. A healthy triad - supervisor, mentor and intern - can help the learning process become a smooth and successful one since a positive and collaborative effort among the three is crucial.

In summary, the roles of the mentor in helping an intern to learn the process of teaching are complex and time consuming. The experience, however, is refreshing and very rewarding. The end product is that both the mentor and the intern learn from the experience. The sharing, the enthusiasm and positive attitudes

that exist also result in student gains.

C. THE MENTOR AS A GUIDE IN TEACHER DEVELOPMENT - Ann Lynch

Why would any teacher who already had approximately a hundred students a day to instruct take upon herself the important and difficult assignment of training an intern? Does the classroom teacher feel the intern comes as an aide, and will that intern be treated in that manner? Or does the resident teacher feel superior and want to secure some sort of immortality for herself and her methods? What sort of relationship can be developed between the two? What will that attitude do to the two of them?

I think of the mentor as a nurturer rather than as a role model. It is not the part of the mentor to say "Watch me. Do as I do. Reflect me and you will be a teacher." I think it wise to distance oneself from the part of role model and instead to take on the position of developing and promoting the growth of a teacher. One of my goals has been to enable my intern to create her own style of teaching and the freedom to express that style. The University had been assiduous in arming the nascent teachers with a multitude of techniques and methods to cover any situation. Our East Longmeadow school site provided the necessary classrooms and pupils. I felt my role was to guide, assess and encourage. Through these actions I thought I could achieve my second goal, the production of a confident teacher.

We began this adventure cooperatively. My intern, her University supervisor and I discussed the steps we felt would be effective in achieving our goals. We had roughly thirteen weeks at our disposal. The following plan (amenable to change) was agreed upon; first there would be a two to three week period of observation. The intern would be in the classroom twenty minutes before the start of first class. She would become acquainted with the students and learn the opening procedures of our school. The intern would observe every class, all day. She was encouraged to visit other classes in the English discipline (I am an English teacher) and in as many others as she could fit into her days. We all felt that the exposure to many different styles of teaching would provide a wide background for her.

At the end of this period, my intern tentatively selected the first class she would like to teach. This was not a selection written in stone; another selection was always possible. At this time we began team teaching. We plotted out what had to be accomplished in the framework of a semester, and decided upon provisional time allotments for various assignments. Our team teaching was not as difficult as it might have been. My students accepted my intern gladly. She had many strengths in what was being taught and, of course, only five or six years separated her from the students. This last factor could have

been a drawback, but she never let herself become a crony...she was a teacher. Gradually I withdrew from active participation and my intern took over the class. We used the same method in two more classes until she was teaching three classes, easily. At the twelfth week mark, we again merged in team teaching until her internship was completed. I was the only teacher again.

Of inestimable value were constant conversational evaluations on my intern's day, classes, methods, tribulations, successes and failures. We shared the irritating experiences all teachers have and the exhilarating moments which bring so much satisfaction. We discussed, tore apart and put back together every aspect of days in the classroom. To this was added the watchful care of the University supervisors and teaching directors as well as the unique meetings of mentors from all disciplines in the school and their interns, every week. We tried to discuss every eventuality that could ever arise at these meetings. We talked about our successes and failures quite candidly, and we shared our own doubts and convictions with the interns to show them that they were not alone; we had all traversed the same paths and felt the same way that they did.

What we did was nurture the interns. I feel that my goals were met. I hope that the interns feel the same way.

D. STAGES IN THE MENTOR/STUDENT TEACHER RELATIONSHIP - Ed Vickers

The Mentor-Intern relationship may be viewed as a goal oriented relationship, where the stages of the relationship evolve as successive steps are achieved in the process of the intern's development from a student into a teacher. Additionally the Mentor-Intern relationship is an interpersonal relationship that develops between the two, and has a profound impact on the professional development of the Intern.

Teaching is an intensely personal activity. The teacher is essentially a motivator-communicator. To succeed, the teacher must establish a positive relationship with the students, based on mutual respect and, preferably, friendship. For the Mentor and the Intern to succeed, they must develop a positive relationship, becoming mutually respectful and cooperative partners. Ideally the Mentor-Intern relationship passes through several stages, during which various types of professional instruction occur. I have theorized three basic stages in this development.

Stage I:Formal

In this introductory period, the Mentor and Intern relate to each other in a relatively formal, impersonal manner. They are likely to present themselves to each other in a "professional"

fashion. This coincides with the initial period of Intern instruction, during which the Intern is engaged in observation and familiarization. The goal assumed by the Intern is to establish himself as a serious and devoted "teacher-in-training". He may attempt to demonstrate his professional preparation through discussion of philosophies or varying teaching techniques. The Mentor's perceived goal is to demonstrate his abilities as a competent, skilled, experienced teacher, thereby establishing his credentials as one who may presume to teach someone else how to be a teacher.

Stage II: Cordial

This stage is likely to be the longest of the three (assuming the relationship does not degenerate into a negative relationship). It begins with tentative discussions of a mildly personal nature. Through increasing exchanges the Mentor and Intern come to know each other as people. The establishment of a mutual regard and respect on a personal rather than a professional level at this time is crucial to a fulfillment of the full potential of the Mentor-Intern relationship. The increased bonds formed during this period, when the Intern begins to assume actual teaching responsibilities, create the stronger degree of trust and respect that are vital to the more significant exchanges that take place during this period of

increased Intern activity. The Intern will be at his most vulnerable at this point, and is likely to be experiencing some disillusionment and self doubt as a result of his initial teaching experiences. He will look to the Mentor for both guidance and support. The Mentor must combine these difficult and somewhat contradictory roles, serving as a critic and instructor, while instilling confidence and (possibly) soothing a bruised ego.

Stage III: Friendship

The culmination of the relationship in this final stage is predicated upon a successful gestation of the second stage, as described above. If a stage of cordiality fails to develop or deteriorates, a stage of friendship obviously will fail to develop. In such a case, the relationship may remain in, or revert to, one of formality (or even hostility). In the latter case, intervention by sponsoring university supervisory personnel is desirable. Such an unfortunate development must be discerned, and remedial action taken, as early as possible. Reassignment of the Intern to a different Mentor may be necessary.

Ideally, the Intern will have passed through the stage of self-doubt and acquired a new confidence. He will see himself as a budding teacher who has begun to "find himself", to have found a common basis for relationship with the students, and to have

initiated a development of his own personal teaching style. The Mentor will have perceived this and will seek to nurture this development. A caveat about this stage of their professional relationship: the Intern may feel he no longer needs critical guidance, and the Mentor may resent the Intern's new autonomy and competence. (Alternatively, some Mentors may erroneously be too accepting of this apparent competency, and tend to leave the Intern too much to his own devices. Some Interns may resent this, and see themselves as being "used".)

Hopefully, these dangers can be avoided. Ideally, the Mentor and Intern can interact in the final weeks of their relationship on the basis of partnership. The Intern should feel that he has been encouraged and helped to "become himself", and that the Mentor is warmly supportive of his achievement, even as the Mentor's final observations "fine tune" that development. The Mentor should feel gratified that his assistance, example, and direction have been a major force in developing a new colleague of which he can be justly proud.

III. SPECIFIC COMPONENTS OF A MENTORING PROGRAM IN A PROFESSIONAL DEVELOPMENT SCHOOL (PDS)

A. PRE-PRACTICUM FIELD EXPERIENCE - Diane McCormick & Michael Sullivan

One important component of a successful PDS program is the pre-practicum field experience. This is a day long visit by university students and their supervisors to the professional development school. Such visits serve several purposes. First, they provide an opportunity for potential student teachers and mentors to meet each other and for the students to observe a "real" school in action. Second, for school faculty, visitation days provide a forum for sharing ideas and an opportunity for reflecting upon one's teaching. (For administrators intersted in starting a professional development site this might also be a chance to assess faculty support and enthusiasm for such a program). Third, planning and executing a field experience serves as a good way to "test the waters" in terms of how well university and local school officials are able to communicate and coordinate joint activities.

A successful visitation day can be a strong promotional tool for a Professional Development School. It is our experience that one of the keys to insuring success is to provide a well

strucured day, focusing on relevant daily experiences, rather than one filled with random visitations and general observations. The format we use centers the day's events around two activities; classroom visits and faculty led seminars. Both take place during regularly scheduled classroom periods. This schedule provides pre-practicum students with a better feel for the rhythm of a school day and also minimizes disruption to the school's normal schedule.

Providing adequate structure and focus can be a time consuming task and should begin at least a month in advance. At this time one person should be given responsibility for organizing and coordinating the visitation. If the Professional Development School director chooses to delegate this task s/he must take care to select someone with strong attention to detail and sensitivity to faculty and university concerns. Also at this stage, some general questions must be addressed. Among the items to be considered are the university's goals for pre-practicum students, the subject areas and grade preferences of interested pre-practicum students and a survey of teacher interests.

The survey of teacher interests is especially important. Professional Development School administrators should make sure that all faculty are invited to participate in the visitation day and that their opinions, ideas, and preferences are actively

solicited. Questions concerning who will be observed teaching, who will lead seminars, what topics will be discussed, and will free periods or duty periods be sacrificed, all deserve much consideration. Also in these initial planning stages questions will arise concerning how often such visitation days are going to be held and how many visitors will be attending. These too should be considered as early as possible.

As the visitation date approaches more "nuts and bolts" issues must be ironed out to minimize the disruptive impact on everyday school life. The number of pre-practicum student visitors should be equitably distributed between departments so as not to overburden any one teacher or subject area. The total number of visitors should also be limited. At East Longmeadow High School, with a population of approximately 700 students and 56 teachers, we have found that a limit of 30 visitors can be reasonably accommodated. We have also found Friday to be the best day of the week for visitations and that visits near the end of a marking period are rather unpopular with the faculty.

Some specific pointers about classroom visits and seminars may also be helpful. There should be no more than two visitors to each classroom, with one being ideal, as extra visitors can be distracting to both students and teachers. Also, the pre-practicum students should be scheduled to visit different class

levels (where tracking exists) in order to provide the observer with an element of diversity. Each department should provide at least one seminar from their discipline and seminar topics should be balanced between general topics, such as classroom management, and specific topics such as the host school's grading policies or disciplinary philosophy. Pre-practicum students should be assigned to seminars well in advance. Free choice would be too difficult to manage and would eliminate the structure of the day. Also, seminar leaders need to know in advance the number of visitors in order to feel comfortable and prepare materials.

It is worth reemphasizing that faculty cooperation and interest is vital to a successful visitation day. Try to use all volunteers for both classroom visits and seminars. Having pre-practicum students visit a classroom outside of their discipline may be preferable to requiring an uninterested teacher to participate. Of course thanking teachers for their involvement, whether it was for having classroom observers or just providing a room for a seminar, is important in maintaining a cooperative spirit in a Professional Development School.

Here we would like to provide the reader with a sample agenda from one of the visitation days at East Longmeadow High School. For those running the field experience it is important to arrive early, check teacher attendance, and adjust the agenda if necessary.

8:00-8:20	Arrival, coffee and doughnuts.
8:20-8:50	Welcome and orientation by PDS director. (Provide materials related to school, curriculum, staff and activities.)
8:55-9:50	Pre-assigned classroom visit.
9:55-10:50	Pre-assigned seminar.
10:55-11:25	Lunch. (Free lunch for visitors with hosts. Cafeteria may have to be reorganized to accommodate extra people.)
11:25-12:15	Pre-assigned seminar.
12:20-1:15	Pre-assigned free period. (ie. coffee, restrooms, tours of school.)
1:20-2:10	Pre-assigned classroom visit.
2:15-2:30	Close with final comments and evaluations.

This agenda is simply an example of one visitor's schedule. Between 8:55 and 2:10 pre-practicum students have varied schedules but all will have two classroom observations, two seminars, and one free period for the day.

It has been our experience that if field visitation days are well organized and well received by Professional Development School faculty and administrators they can be beneficial to both the pre-practicum students that attend and the teachers that participate. Good luck!

B. SELECTION OF MENTORS AND INTERNS - Jeanne Mele & Mary Rossiter

In the process of selecting mentor teachers several factors should be considered. Mentor teachers should be competent and knowledgeable in their subject area, and should have good communication skills along with a strong desire to help their intern teachers. A mentor should be interested and enthusiastic about the entire cooperative process and must be willing to share experiences, ideas and criticisms in an open-minded and supportive atmosphere.

The mentor is sometimes the only tangible link between the often idealistic world of an intern and the somewhat harsher reality of the classroom. A mentor must provide the necessary guidance in helping an intern find a comfortable plane between the two. Since at this point in the infancy of professional development schools, funding is low or practically non-existent, most mentoring teachers initially have indicated their interest in a cooperative intern program with active participation on a voluntary basis. In lieu of financial remuneration, college credits can be awarded, or small fees paid in recognition for conducting seminars.

The staff of a Professsional Development School should also be aware of the potential for " politicking" (?) that may occur where not all teachers are mentors. Administration may indeed do some "recruiting" behind the scenes and there may be some internal grousing among teachers. People will want to know: Have the mentors been chosen solely on professional performance? Have less competent, but extremely enthusiastic, teachers been rejected? Should department coordinators be selected over regular classroom teachers? Should mentors be expected to carry a full load of courses, a full load with more preparation time, or a reduced load and/or reduced assignments outside the classroom?

The selection process for student teaching interns is another important segment of the mentoring program. It is unrealistic to expect that each candidate who applies will automatically be granted an internship. The process must be selective. In the next few paragraphs, some guidelines will be given which will hopefully prove beneficial to future professional development sites. It must be stressed that these are guidelines and suggestions, since each site will develop a unique format tailored to its
individual needs.

The process begins when the candidate considers the possibility of becoming a teaching intern. The student should be arrange a site visit as soon as possible thereafter. Once the candidate decides favorably that he/she wants to be an intern, a written notice of intent should be submitted to the participating college. The college then must screen the applicants carefully, choosing only those candidates whose backgrounds are strong in their chosen areas and only those who possess other qualifications necessary for a successful internship and future teaching career.

After the screening process takes place at the college and after securing the given approval from the college, the future intern should then submit to the participating school:

1. A cover letter stating the reasons the candidate wishes to intern at the site.

2. Three letters of reference

3. College transcript (and graduate transcript)

4. A resume

5. A request for an interview

The professional development site must then:

1. Review the candidate's credentials

2. Grant an interview between the candidate and the mentor teacher(s)

3. Make a judgment on whether or not to select the candidate to participate in the program.

Examining some of the above steps more closely, a professional development site would favorably consider a candidate who is knowledgeable in his/her subject area. It is difficult (albeit impossible) to teach a subject in which one's background is weak. Grades in the subject one expects to teach should reflect a high level of competence in that area.

The candidate's application portfolio should be complete. If a necessary document is not included, an explanation must be given and also a time when that document can be expected to arrive.

Letters of recommendation should testify to the integrity and moral character of the candidate as well as his/her mastery of the subject matter. Only those who are in a position to evaluate the candidate's qualifications should be asked to write these letters. The letters should include such categories as the candidate's

1. Knowledge and mastery of the subject area
2. Integrity
3. Personal grooming (neatness of appearance)
4. Organizational skills
5. Communication skills

The interview is another critical part of the screening process. This meeting will help determine whether or not a rapport will exist between the intern and the mentor/teacher, and should be carefully planned. After the interview takes place, a decision can be made as to the candidate's acceptance or denial into the program.

C. INTERN AND MENTOR COHORT GROUPS - Marilyn Kearney Burke

One of the most advantageous features of a Professional Development School is the sense of cohesion that can result among both the interns and participating mentors. A Professional Development School can provide this type of center. Interns at a PDS can find mutual assistance in untangling details in schedules and school procedures during those first confusing days. Working with more than one teacher exposes interns to a variety of teaching styles, making it easier to find and develop their own. However, more than anything else, a group experience has been found to provide a sense of affiliation and support, in marked contrast to the feeling of being "neither fish nor fowl" often encountered by the solitary student teacher in the traditional setting.

Although the benefits of interning in a Professional Development School outweigh the problems that can arise there are some concerns that should be addressed. Interns occasionally speak of the risk of comparison with one another in terms of pace, workload, ease of adjustment, etc. When the frequent "bull sessions" reveal that one intern has taken over three classes while another is still preparing for one or two, will it appear that the first case is being worked too hard, or that the second,

is being held back - or is not as good at the job? These comparisons do occur, but it must be pointed out that discussions among practice teachers in different schools also take place on a regular basis at the on-campus seminars.

Mentor teachers likewise have found positive aspects of the Professional Development School program. There is the opportunity for peer support and also a sense of collegiality in a profession often marked by its isolation. "I finally became better acquainted with people in the other departments." "There is so much more to my colleagues than I've ever been able to see during lunch break or in the five minutes between classes." "I feel as if I'm working among friends now, not just professional acquaintances." These are some of the comments heard time and again from mentors. In addition to a heightened sense of fellowship, a PDS also gives teachers an occasion to learn from the exchange of ideas, various teaching styles, etc.

Some care has to be exercised to avoid the perception that mentor teachers are part of an "in crowd" within the school, with those not participating as lesser lights. There may be a feeling that favoritism was involved in choosing these mentors. Some teachers who were not part of the program expressed the feeling that there was "something wrong with them" if they didn't choose to take part. Those with other commitments (e.g., coaching,

other extra-curricular activities, or personal responsibilities) may be unable to dedicate the time and toil that this kind of program demands. Schools should make an effort to insure that the attention given to the PDS program within the school, and publicity given to it without, does not dwarf or detract from other school activities or interests.

One mutually beneficial method of involving both official mentors and those outside the program is to "farm out" interns to teach subjects not part of the mentor's schedule. A social studies mentor who does not teach US History, or a mathematics mentor who does not teach algebra may place the intern with someone else in the department who does. This gives the intern wider experience and can also give the other teacher the feeling that he/she is part of the program, not an outsider. The success of a Professional Development School program is dependent upon the support of all of the other teachers and administrators in the school. Without that support, the problems that can arise in terms of morale and cooperation will undoubtedly outbalance the gains achieved.

D. ON SITE SEMINARS - Mary Czajkowski

"The fundamental pathology of education is fragmentation."
- Dr. Ernest Boyer, High School

Organized seminars at the Professional Development School insure open lines of communication between mentor, intern, and university supervisor. Professor William Fanslow, a faculty member at the University of Massachusetts, School of Education, views this relationship as a "student teaching triad" and encourages communication between intern and mentor, mentor and university supervisor, and intern and university supervisor. Fanslow's triad theory suggests that a breakdown of communication between any one pair within the triad adversely affects the entire triad. Thus, the internship experience is in need of constant support and nurturing in order to minimize communication breakdowns. Seminars to meet the need for close communication, involving all three parties, are the combined effort of East Longmeadow and the University of Massachusetts. In effect these guarantee that the internship is a positive learning experience for everyone involved and they enhance a sense of community within the school. Secondary school teachers and university staff members work jointly to develop and present seminars at the Professional Development School site.

The seminars at East Longmeadow High School are of three types. First, the entire group of interns working at the site in any given semester meets with a university staff person one hour every other week. These sessions provide interns with the opportunity to share experiences with each other as well as with their supervisors. The second type of seminar serves as a planning session for the mentors and university staff, who jointly teach the third seminar to the interns. In this third seminar mentors present ideas and facilitate discussions to help interns cope with their problems as beginning teachers. The discussion which follows will focus mainly on this unique third type of seminar.

The mentor/intern seminars are approximately two hours long and are held every other week at the end of a school day. Although some might see this as a burdensome lengthening of the school day, East Longmeadow mentor Mary Rossiter saw the sessions as "a welcome change from our routine activities". From the intern's perspective the convenience of having the student teaching seminar held at the site far outweighs the inconvenience of the late hour.

The mentors receive graduate credit for planning and teaching the intern seminar. As mentor Libby Barnshaw states, "It certainly saves on travel time to the University of

Massachusetts campus." More important, the seminars provide mentors with the opportunity to gain new knowledge, enrich their own backgrounds, and work together toward a common goal--not typical activities in the teaching profession.

Development of the seminars originates with the concerns of the interns. Mentors then select the areas in which they wish to specialize. Although the interns' concerns vary little from semester to semester, mentors do vary and improve upon their presentations as each new group of interns enters the program. As the mentors continue to develop their expertise, their presentations have become more participatory, considerably increasing intern involvement.

A listing of East Longmeadow mentor seminar topics offered in the recent past include the following: *

1. classroom management
2. continuing professional development
3. extra-curricular activities
4. guidance resources
5. instructing and motivating the lower ability student
6. resources for lesson planning
7. how to plan lessons
8. "reading" a class
9. relations with community and parents

10. strategies for helping all students learn in a tracked system

11. teachers and the legal system

12. "working smart" use of ancillary materials

*Syllabi and handouts for specific seminars are available upon request from East Longmeadow High School.

Since personal experiences and practical applications are at the heart of mentor seminars, they bring to each intern the reality and practicality that student teaching seminars often lack. Mentor Susan Goldie enjoys working with lower track groups and thus enjoys sharing the strategies she has developed with both the new interns and her colleagues. A sample of her advice includes making sure corrections on students' papers include positive comments and avoiding tests on Mondays. Mentor Marilyn Burke advises interns to prepare detailed lesson plans and to "use the text as a framework for your class, not a crutch." In order to generate discussion at one seminar meeting, mentor Ann Lynch asked, "What can be done about the student who clearly feels superior to the class and to the teacher?" Mentor Dave Marden's seminar on classroom management began with a change in terminology: he prefers the term "'classroom leadership' because we lead people, we don't manage them." Dave reminded the interns (as well as his colleagues) of the goal of discipline--"to improve behavior and not merely to punish the offender." Mentor

Joe Calabrese generates a lively response from the interns when he asks them to describe their worst nightmare as a classroom teacher. Mentor Ed Vickers admits to being "a terrible long range planner" but advises interns, "Your kids won't like the subject if you don't, and the best way to instill some desire to learn in them is to share your enthusiasm for the subject."

Interns Michael Sullivan and Martha Jenkins are particularly concerned with a teacher's relationship with parents and the community: "How do you respond if a parent isn't concerned? Should you talk to a student before calling parents?" Mentor Diane McCormick has responded to their concerns, providing advice on working with non-traditional families. In my own presentations on working with families, I emphasized the need for open and frequent communication between the school and the community.

Mentors at East Longmeadow High School learn from each other, learn from each individual intern, and learn from the university's School of Education support staff. Mentor teachers who have helped develop the seminars for interns feel more professional, more involved, and more complete.

E. VIDEO TECHNOLOGY IN TEACHER PREPARATION - Helen Schneider

The use of videotaping in teacher preparation is an important tool for helping the new teacher see himself or herself as others see them. Two recent developments have made this approach feasible in teacher education programs -- even in colleges with modest budgets: one is the advent of the portable video camera in a price range accessible to school systems and colleges; the second is the availability of inexpensive VCR's and tapes. These advancements have changed videotaping from an exotic toy for technocrats to a real teaching tool for mainstream teacher education programs.

While they are enrolled in the pre-service methods course at the university, our teaching candidates become accustomed to being videotaped while teaching demonstration lessons to volunteers in a specially equipped video laboratory. Each prospective student teacher has his/her own tape on which to keep a record of progress. After presenting their lessons, the teaching candidates view the tapes with their supervisors and discuss their performances -- what worked, what didn't and why.

As the candidates move to the Professional Development School for the student teaching phase of their training, they continue this method of self-evaluation, now with the assistance of their cooperating teachers as well as their university

supervisors. To aid in this process, the East Longmeadow school system and the university have both invested in portable video camera equipment so that student teachers can be taped in any location in the school. These camcorders can be operated by work study students, by the cooperating teacher or supervisor, by student teacher colleagues, or by the high school students. Having so many site faculty involved in the videotaping process is certainly an example of the effectiveness of clinical sites as optimum places to train new teachers. This process could certainly be carried out in a school where there was not a trained cadre of mentor teachers, but it is unlikely that the technology would be used so extensively in another setting or with so much expertise.

Video-taping is an important tool in supervision because the student teacher and mentor or supervisor are watching the student teacher in action together. They are not forced to rely on memory as they discuss what happened in the classroom. It is hard to disagree about what occurred when they both can see what had occurred -- in fact they can replay an event several times for emphasis or review. The perspective of the camera -- usually the back of the room -- is also a new one for the student teacher. The candidate can see what is not visible from the teacher's perspective. What are the students doing as the

teacher moves through a lesson? Are they paying attention? Are they showing signs of not understanding?

The student teacher also has a record of positive progress made throughout the semester as he/she gains skills in presentation and classroom management. Many student teachers offer their tapes to prospective employers who can see for themselves what the candidate looks like in the classroom. The tapes can be a valuable addition to the verbal and written recommendations most employers require.

Mentor teachers have also found additional valuable uses for the video technology, such as taping themselves teaching or advising their student teachers, to improve their own skills. East Longmeadow has used the camera to document the specialized activities of the Professional Development School. We hope to use our tape archive to help inform other schools that may wish to start mentoring programs. One faculty member has taken the lead in producing a videotape to explain the East Longmeadow program, not only showing the site's varied activities, but also interviewing students, student teachers, and mentors to document their reaction to the clinical site program.

IV. IMPACT OF MENTORING IN THE PROFESSIONAL DEVELOPMENT SCHOOL SETTING

A. ON HIGH SCHOOL STUDENTS - Cheryl Troutman

"What difference does it make what we think?"

"Yeah! If we don't want one does that mean we won't have one?"

"Oh, cool!"

These were just three of the variety of responses I heard when I announced to three of my five classes that an intern teacher would become part of our school lives from February to May. I reminded the students of the benefits of an intern teacher: They would be hearing a different point of view. There would be two of us to help them for more individualized instruction. Some of them might, in fact, felt more comfortable with a person somewhat closer to their own ages. At this point some of the junior girls wondered aloud if they could have a young male intern. Before things degenerated into a Lite Beer commercial, I asked the students to write out their concerns.

Of initial concern to students is the impact an intern might have on their grades. From my experience with two interns, the impact has been minimal. In order to insure a minor impact, I discuss my grading philosophy with a potential intern in the initial interview. Once a candidate is selected, we go over past tests that I've saved. We grade essays together to see how far

apart our analysis is; then we discuss the differences. At the end of a marking period, the intern and I review all of a student's grades together and mutually agree on a final mark for the term. The students are made aware of this process.

Another student concern is the issue of knowledge of the subject matter. College bound students, in particular, may question the knowledge of the intern vs. that of their regular classroom teacher. Misinformation can occur. When it does, it is up to the classroom teacher to interject the correct information. If the teacher isn't present to see or hear misinformation and if the students can't relate such misinformation to the teacher, then it can go by uncorrected.

Dealing with a new personality is another area of student concern. Most students find it a challenge and adapt very well. However, there are two problem areas. If a student has more than two interns, especially in academic subjects, the adjustment is often more difficult. Students may feel as if they're trying to please too many adults. In my experience, lower ability groups seem unable to adjust easily. While there can be many reasons for this problem,a major one has to do with a student's feeling of security. My lower ability group, whether they like me or not, seems to feel more comfortable with me than with my intern. I'm a known quantity compared to someone else. These students

tend to perceive change as something threatening. Recently, when my intern started to do a vocabulary lesson, some students were indignant that the intern was doing the lesson differently than usual. "That's not how our teacher does it!" was the cry. We need to understand that such an outburst is not a personal attack on anyone but a student's need for stability.

One discovers through daily student contact how they feel about their experiences with intern teachers. Students will just tell you, often in unsolicited remarks. Some will sugar coat their feelings, but most are forthright. Many of us have asked students to express their feelings either verbally or in writing. It is important to know how students feel because they are the ones who are, perhaps, the most directly impacted. Our school newspaper, The Spartan Spectator, addressed student feelings on intern teachers in a recent issue. Here are some of the students' responses:

> "...this type of student teacher program is an excellent idea; however, it might be better if the UMASS interns practiced their teaching skills at the junior high level instead of at the high school level where students' grades are extremely important in deciding their scholastic future."
>
> "They seem harmless enough."
>
> "I personally believe that they should stay at UMASS and not come here. This is because they aren't real teachers and the tests they give us shouldn't count."
>
> "Wow, they're great!"

> "...a refreshing change from the same monotonous routine that we go through everyday. I wouldn't want them for a long time, just enough to give us a break once in a while."

In conclusion, I feel I've been very fortunate with the two interns I've had. Frankly, if I had not felt that these two candidates would succeed in the classroom, if I had not felt that they would contribute to the growth of the students, then I would not have taken on the role of a mentor teacher. For myself and hopefully for most of my students, having an intern teacher to share the classroom with has been a sometimes trying, often fun, definitely memorable, always challenging experience.

B. ON STUDENT TEACHERS - Elizabeth Barnshaw

When thinking of my own critic teacher, the words cold, rigid, and insensitive come to mind. Just the word "critic" has negative connotations. A critic teacher is now a mentor, which Webster's defines as a "faithful teacher".

I became curious as to how our interns perceived mentors, so I made up a questionnaire and submitted it to the interns. Eight questions were asked.

How should a school system select mentors? Interns have varied responses to this, feeling mentors can be "anyone on the teaching faculty to only the best as determined through observation and interviews by the administration." More specifically, they think mentors selected should show a willingness to work hard and still be able to learn. The mentors need to "exhibit the qualities which the school wishes to instill in the student teachers." The interns want mentors to display characteristics of "support, understanding, honesty, patience and the ability to communicate." Most importantly, the mentors "need to have lots of energy, to be innovative, and to enjoy working with youth."

Interns want some freedom in the classroom and a sense that the mentor trusts them with the class. They don't want the mentor to keep constant attention over them, yet they want

"assistance, calmness, and dedicated understanding when needed."

Some interns at our school have had two mentors. When this occurs they can get another point of view about teaching. These interns see different teaching styles and get more feedback on their own teaching. It is important that the dual mentors communicate with each other. With three or four classes to work with, some interns do not need the added pressure of juggling two divergent mentor personalities and expectations.

What are the most important things an intern learns from a mentor? Planning and organizational skills rank very high. They will also learn about "courage, caring, discipline, and classroom management" to name a few of the attributes mentioned. While classroom management and planning are vital to success, most importantly, they will learn that "teaching is a labor of love." Finally, they will learn that "one can remain enthusiastic about teaching even after 20 years!"

C. ON MENTOR TEACHERS - Joe Calabrese

The stereotype of the "cooperating teacher" who, instead of cooperating, actually just hands all of his classes over to a befuddled protege and disappears into the teacher's lounge is very different from the mentor teacher role. Eugene Anderson and Anne Shannon from the University of Minnesota list three dispositions mentors must have to be successful: "First, mentors should have the disposition of opening themselves to their proteges...Second, mentors should...lead their proteges incrementally over time...Third, mentors should...express care and concern about the personal and professional welfare of their proteges."(1). The business of mentoring, therefore, extends far beyond the scope of the old "cooperating teacher" role.

Initially, the mentor must be willing to question the student intern as to his knowledge of the subject area. Areas of weakness must be carefully strengthened. This process alone can be very time consuming and frustrating. The mentor must also be able to share strengths gained through his years of experience. For example, he has mastered his material and has the ability to change in midstream if a lesson isn't working. The mentor must be able to demonstrate flexibility within lessons; for example: making up vocabulary sentences extemporaneously to illustrate a

definition, instantly creating little grammar-aid tricks that can help a student decipher an abstract rule, or digging into your mind for background information on a writer that illustrates a point of discussion. John Courtney, a mentor teacher in East Longmeadow, MA, states, "The whole process has made me very aware of the problems encountered by first year teachers." Simply heaping the books into the lap of the intern will not work. Serious one-to-one discussions must ensue.

Another aspect that must be imparted is how to handle the little things that make up the persona of individual classes, grade levels and ability groupings. The same lesson often must be taught several different ways, and the intern must be taught to shift his level of teaching from period to period. High school students are very different in their level of understanding and attention spans than college students, and most interns are used to dealing with college students only. In addition, freshmen in high school can be totally different from juniors or seniors. Different ability levels must also be taught differently.

Even when the training weeks end, the intern needs to be watched and evaluated. Questions do not automatically cease after the first few weeks. Often an intern needs spontaneous help, and the mentor must adjust his schedule to give aid. Team

teaching, observation, lesson preparation help, advice on correcting papers and tests, discipline problems - the needs of an intern are endless, and the mentor needs to be there to provide immediate feedback.

Interns also need many other intangible forms of assistance- moral support, confidence, a variety of experiences, a shoulder to cry on, painless bailing out of a problem, a feeling that they are improving, etc. They seem to have a knack for creating new ways to wrap up in dilemmas. Mentors must be aware that interns are people too. Often times, a mentor must be a psychological advisor. He must anticipate a problem before it exists and thwart it.

Also, having one intern does not perfectly qualify a mentor to do the job over and over. Mentors must realize that each intern is different, and the one that they have the next time may have totally different needs. My experience has shown me that no matter what the qualifications and personality of the intern, they all need serious, continual help. Even though the mentor may not be correcting as many papers or preparing as many lessons, he must still realize that he must teach his intern how to do these things. At times, he may find that handing over the class involves twice as much work as keeping it. The bottom line is that the mentor inevitably has two jobs instead of one. He is

teaching his students as well as teaching an intern. Both jobs require yeoman effort, and trying to do both at the same time is even tougher.

An unfortunate psychological situation for the mentor is what happens when he finds himself in "limbo". He gives up his kids but doesn't lose his innate desire to help them, to be responsible for them. He must defer to their new teacher for help, but he doesn't always want to. Sitting in the back of the class observing all of the activity go forth without you and wondering how the particular lesson would've gone if you were teaching it, is not easy for a mentor.

On the positive side, he learns much about himself. In the beginning it can be tough to have someone observing every move you make, but the mentor eventually realizes that he has many reasons to be proud. The years of experience that have gone relatively unnoticed in the past, now have an interested, enthusiastic audience. In addition, pride can rekindle desire for improvement. A study done on a North Carolina program found that 84% of the mentors were forced to focus on improving their own skills, and 67% were made aware of the teacher's need to communicate (2). Mentors tend to work harder on their lessons so they can be better examples. Also, as mentors observe the interns using new approaches that they learn in their methods

courses, mentors can see new areas to branch into; they realize that potential improvements can still be made to their approaches. Joyce Conlin, a mentor in East Longmeadow, MA explains, "It rounds out my teaching to speak with peers more often. Feedback from an adult makes me think more seriously about my own teaching."

Also of importance, mentors develop a collegial relationship with fellow professionals. Charles McKinney from East Longmeadow, MA says, "I've never spent so much time with teachers outside of my own department. It can give you a new perspective." All in all, mentoring is a two-way process which has good and bad points. It is hard work but also dynamic, exciting, rewarding work that can really add a new dimension to a teacher's life. As Marilyn Burke from East Longmeadow sums it up, "It may be a lot of hard work, but eventually it really pays off."

Selection and Evaluation of the Mentor

Mentor teachers must have a genuine desire to help the interns as well as a desire to help their students. It is easy to get complacent and just "go through the motions." If a mentor is not willing to be torn in the many directions he must go in, he should take a break from the process. Having two interns in one year, for example, can be a serious strain emotionally.

Also, mentors do not just impart course content materials. They also provide opportunities for beginning teachers to build professional relationships (3). Before someone is allowed to be a mentor he must exhibit a willingness to get involved.

Even if the desire of the potential mentor is high, he must be qualified. "...every effort should be made to select a support teacher who is not only considered to be a successful teacher...(but also) has compatible ideologies about teaching, classroom management and discipline..."(4). Establishing the proper chemistry between mentor and protege is tough. (See also Jeanne Mele, Selection of Mentors and Interns.)

The best way to evaluate the mentor is through the interns and the other mentors. The intern knows if he is being snubbed when he requires aid. He knows if he is being put off, if he is not getting effective advice. A thorough mentor evaluation should be completed by each intern upon completion of the course.

Other mentors should also be helpful in determining whether or not a colleague is still enthusiastic and effective. They could be quizzed about a potential problem. Also the mentors themselves should be asked periodically as to their feelings about the job. No one wants to do the same things forever, and everyone has problems come up that may interfere. Mentor selection and mentor evaluation must, therefore, be a constantly

ongoing process.

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D. ON THE TOTAL SCHOOL COMMUNITY - Chris Sullivan

In establishing Professional Development Schools, discussion of the activities of the mentor-staff should be stressed. This could be done during faculty meetings or during special workshops expressly for this purpose. These should be regularly scheduled and time should be set aside for questions, answers, and discussion. Without a forum of some type, this could create a schism between those professional development faculty members directly involved in mentoring and those who are not...a dangerous situation which could conceivably severely damage the spirit of the host school. Negative feedback by faculty not involved in mentoring must be directly addressed and the total staff should be informed and consulted in the resolution of conflicts and objections. Planning workshops during vacation periods (with stipends for the participants) for mentors, other faculty, administration and staff might enhance the dialogue and also interest uninvolved faculty in mentoring.

The controlled dynamics of group dialogue in a professional development school are likely to be a more effective format for evaluation of a program than questionnaires or some other impersonal instrument of evaluation. Perhaps the establishment of a Non-Mentor Staff Advisory Panel would serve a similar function. But whichever format is chosen by the professional

development school, it should not only evaluate the effect on the total school staff, but also inform them and provide a mechanism through which the non-mentors can have input into a process that can seem somewhat threatening and intimidating.

The establishment of professional development sites and the mentoring process must not be permitted to become another issue which divides the members of any school community.

At this point it might be valuable to at least anecdotally relate how some selected segments of the staff at East Longmeadow High School perceive the effect of mentoring on the total school community. Discussions with school supportive personnel such as library and special education resource room staffs, overwhelmingly indicate that the presence of teacher interns has often led to those resources being used much more frequently, not only by the interns, but also by their cooperating teachers as well. Students relate that they often receive more individual attention and extra-help when their teacher is working with an intern. More field trips and other varied learning experiences are often perceived by students and staff as a product of the mentoring/cooperating teacher experience.

One more effect on the total school staff which is somewhat less tangible and thus more difficult to articulate is that the youthful enthusiasm and optimism of the teacher interns is,

apparently, quite contagious and has led more than one staff member to re-evaluate long standing practices and procedures. Perhaps the most profound impact which mentoring has in a Professional Development School setting is the constant self-evaluation which inevitably results from having young inquisitive minds involved in this enterprise.

E. ON UNIVERSITY STAFF - Helen Schneider

There can be little doubt that from the perspective of university faculty, a Professional Development School staffed by experienced mentors is an important improvement in pre-service teacher preparation. Not only is the placement of student teachers more rational and systematic in a Professional Development School, the relationship between the respective faculties is strengthened. Unfortunately, this is not the norm in teacher education programs. As Goodlad and others have noted, student teachers are likely to be placed in a haphazard and random way with little thought given to the need for continuity between the coursework at the college and the student teaching experience in the high school. All too often there is little contact or mutual trust between the university and high

school faculties. The contact that does exist is rarely collaborative and can even be adversarial, with the university faculty being pegged as "too theoretical" and the high school faculty described as "too applied" in approach.

However, in a Professional Development School, where a number of faculty have committed themselves to being mentor teachers, there is an on-going professional relationship between the faculties of the college and the high school. For the university faculty member, working with a practicing teacher who has chosen to be a mentor is qualitatively different from working with the conventional cooperating teacher who agrees to accept an isolated student teacher. The cooperating teacher working in isolation may be a stranger to the university faculty member and may be the only contact the university has in a particular school.

In contrast, the mentor teacher sees teacher education as an important extension of his/her role in education. In a Professional Development School, several faculty have made the same commitment to teacher education; they form a cohort and can support and inform each other. The mentors and college faculty members develop a collegial relationship based on mutual knowledge and respect. When the same faculty work with their counterparts every semester, they learn to play off each other's

strengths and fill each other's gaps in working with the pre-service teachers. College and high school faculty who work closely together over a period of time are also better able to find appropriate placements for student teachers.

In a Professional Development School, high school faculty have an on-going relationship with the college methods faculty. Methods faculty can call on high school faculty to visit the pre-service classes at the university to give the students a taste of the "real" world.

Finally, and perhaps most importantly for improving the effectiveness of college faculty members, a relationship with a professional development school requires that they leave their campuses and visit the schools frequently. This contact allows college faculty to update and broaden their understanding of real practice in the schools and makes them more credible in their own classrooms.

V. HOW TO BEGIN A MENTORING PROGRAM - Peter J. Cannone

While serving as principal of East Longmeadow High School in November 1985, I met with Mario Fantini, then Dean of the School of Education of the University of Massachusetts, to discuss the possibility of East Longmeadow High School becoming an exemplary clinical site for the preparation of secondary teachers. Dean Fantini encouraged the exploration of that possibility, and Professor Earl Seidman of the Secondary Teacher Education Program agreed to discuss the possibility of building a cooperative relationship with East Longmeadow.

In December, Professors Seidman and Verne Thelen visited East Longmeadow, toured the school, and had an extensive discussion with me about the possibility of East Longmeadow becoming a model clinical site for the university's Secondary Teacher Education Program. We agreed that as a pilot first step East Longmeadow High School would host twenty-five students of Education I524, the introductory course in Secondary Education, for a pre-practicum field experience day.

In early January, 1986, I visited the School of Education and met with the Secondary Teacher Education faculty to plan a field experience at East Longmeadow High School that was carried out in March. As students from the School of Education drove

onto the grounds of the high school they saw signs welcoming the University of Massachusetts students. The day included a welcoming orientation by me, class observations and small group discussions with East Longmeadow teachers and administrators. We all agreed that the day was an enormous success. For both students from the University and teachers and staff from East Longmeadow the day was invigorating and showed the possibilities of a cooperative teacher education effort.

Following this positive beginning, Professor Seidman and Helen Schneider met with me to discuss the outlines of a continued and expanded cooperative teacher education effort. We had the blessing of Dr. John Drinkwater, Superintendent of Schools in East Longmeadow. He encouraged us to continue our work and gave his complete support. Dr. Drinkwater School Committee not only encouraged us to pursue our work but supported our efforts by providing local funding for the project. What has been accomplished to date by the collaboration between East Longmeadow and University of Massachusetts staff may well have set the tone for future teacher training in the Commonwealth.

I had several motives for wanting to collaborate with the School of Education. At that time I was very concerned about the upcoming teacher shortage. I was having difficulty even then in staffing certain areas such as mathematics, sciences, and special

areas. It was estimated that we would be facing a shortfall of somewhere around 1.65 million teachers nationally by the mid 1990's. We have a tendency in education to react to situations rather than take the initiative and act. What has happened in the automobile and steel industries is going to happen to us and it's going to happen in the very near future. We're going to face a crisis in public education that is going to rival the crisis that we faced when Sputnik went up in 1957.

Another strong motivating factor for me was my responsibility to motivate my staff. As is the case in most systems, our staff is a veteran staff, many with 20 years experience. How do you motivate a veteran staff when they have been continuously subjected to negative media reviews? Just pick up the newspaper or watch television-they will tell you just how bad a job we're doing. Hundreds of reports since our "Nation at Risk" have come out literally telling us how we are failing, so I needed to find a way to help raise the self-esteem of my staff and to improve their professional image. As I said before, I have a very deep and strong belief that we as professionals, if we indeed want to be called professionals, have an obligation to help train the next generation of teachers. To be perfectly candid, prior to approaching the University, I had something very specific in mind. I wanted to go to the University of

Massachusetts and recruit a complement of qualified, competent student teachers, bring them to East Longmeadow High School, groom them and develop a highly qualified cadre of excellent teachers to choose from as the shortage of teachers intensified.

In the coming years many secondary schools in the Commonwealth will initiate programs to qualify as Professional Development Schools. In the pages that follow, I have attempted to recreate the step by step procedure that was involved in creating our collaborative. The ingredients of collaboration culled from the East Longmeadow/U. Mass perspective may assist other school/college collaborations.

* The secondary school must choose a director. My sense is that the principal must be totally committed to the process. The principal is the individual who must convince the Superintendent, School Committee and community that the collaboration is in the best interest of the students, staff and community. In short, it is the principal who becomes the lead cheerleader. It is possible for the principal to delegate the time consuming duties to another administrator, however, if the work is delegated to another administrator, that person should be given complete authority for decision making along with the responsibility.

* Be absolutely sure that you have significant faculty commitment. Prior to making long-term commitment to accept a class of student teachers it is helpful to plan and host a pre-practicum experience as described by Diane McCormick and Michael Sullivan. The pre-practicum experience will allow you to see the level of support provided by both school and college. Is it enough to sustain a long-term commitment? One way of bringing the concept to the faculty is at a faculty meeting. Be prepared to fully explain the process and hand out a prepared survey (see Appendix).

* Explore other programs in the state. No one model may be adaptable to your school; however, your model may be composed of component parts of a number of different models.

* Work with a college/university with a receptive School of Education. It is essential to have the same high level of commitment from both school and college. Another very important consideration is the commuting distance for the college/school faculty and student teachers.

* Establish a working relationship with the college/university co-director. This individual serves

a similar function at the college as the principal/administrator serves at the school. It is important that the co-director share the following:

a. Enthusiasm
b. Similarity in Philosophy
c. Support from the college/university colleagues
d. Willingness to work off campus and in the schools

* Consideration for the selection of mentors should include:

a. Input from coordinators and classroom teachers
b. An attempt to create a balance through departments
c. Enthusiasm
d. Respect and experience as a teacher

* Arrange initial meetings (prior to pre-practicum experience and student teacher selection) between school/university co-directors and other school/university participants (i.e. supervisors, academic coordinators, research assistants, etc.)

* Allow mentors and university staff to plan program with both co-directors. It is essential that open communication between co-directors and staff be a priority.

* Once agreement has been reached on further collaboration, establish funding goals and procedures.

The success of the collaborative efforts between East Longmeadow High School and the School of Education at the University of Massachusetts is based on a high level of trust and professionalism. The willingness to share ideas and treat each other as true colleagues has enabled us to establish a true community of learners made up of East Longmeadow staff, University of Massachusetts staff and student teachers. We would caution any school contemplating the development of a Professional Development School to work on the interpersonal relations with the school/college staffs before you attempt any work with student teachers. Your future will depend upon it.

CONCLUSION - David Marden

We have outlined the need for, the processes, features and impact of establishing a mentoring program in a PDS. We believe that the ELHS-UMASS project has significantly improved the quality of teacher training. The experience has also been generally positive for the practice teachers, university faculty, and ELHS staff and student body.

Any project involving a large number of people obviously has difficulties and our project is no exception Many are predictable and some have been mentioned in the handbook: student concerns about changing from the regular teacher to the practice teacher; friction between mentor and practice teacher; what to do with practice teachers who are failing or who discover that teaching is not for them; philosophical and practical differences that inevitably develop between people of widely divergent backgrounds.

Two important concerns have repeatedly been cited and therefore deserve highlighting:

1. The many issues surrounding the selection of mentors from among the school faculty. Who does the selection and who gets selected obviously are of major importance and great care needs to be taken in whatever process a school system may adopt.

2. A PDS that trains teachers will have a major impact on the students and the community. Therefore, the adoption of a program such as the one we have developed must be sensitive to the concerns of parents, students and the total community.

A final word on a vitally important element in the project, that of cooperation between ELHS and UMASS. The genuine desire to improve teacher training was the catalyst for the project but the professionalism of the individuals involved at UMASS and at ELHS has led to a spirit of cooperation that has, in large part, resulted in the success of the program.

VIII. APPENDICES

Appendix A. BIBLIOGRAPHY - Jim Cokkinias

The concept of mentoring, especially as it relates to teacher training, is relatively new in the field of education. As a result, there is not the wealth of current information that might be found in other more established areas of education. Also, there is not much documentation of quantified research that has been done in this area. Although the Journal of Teacher Education has some articles, most of the recent information that I found came from the microfiche. These sources consisted of papers that had been presented at various conferences.

As I reflect on what I have found, the lack of depth and diversity of information seemed to be a problem in this area. Most of the literature seemed to cite the same few ideas over and over.

It's quite possible that the concept of mentoring does not lend itself to the quantitative paradigm. However, I can think of related areas that could be explored using quantitative studies, such as the measurable effects on students having a teacher with mentoring responsibilities as opposed to having the same teacher without additional responsibilities.

In developing the bibliography I focused on the following topic statement: Is There a Need for Organized Mentoring in

Teacher Development. Using the Thesaurus of ERIC Descriptors to identify terms relating to Mentoring and Teacher Development, I forged into the RIE and CIJE to seek out documents, limiting my search to material published in the last three to five years.

Most all of the documents had extensive bibliographies which I took advantage of to pursue the topic of mentoring in more detail. I also expanded upon my list of keywords/phrases to probe other possible sources of information. For example, the term of "coaching" has been used to refer to the process of mentoring.

Below is a list of keywords/phrases used to generate this bibliography:

Coaching
Cooperating Teacher
Evaluation Supervisor
Field Experience Program
Master Teacher
Mentor
Micro Teaching
Practicum Supervisor
Professional Development School
Student Teacher Attitudes
Student Teacher
Teacher Center
Teacher Intern
Teacher Supervision
Teaching Experience

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Appendix B. A REVIEW OF LITERATURE: THE MENTOR ROLE IN TEACHING - Joyce Conlin

A Canadian study (Grimmet/Ratzlaff, 1986) found a high level of consensus around functions expected of the cooperating teacher. Functions were categorized as ORIENTATION, PLANNING/INSTRUCTION, EVALUATION and PROFESSIONAL DEVELOPMENT. Findings indicated that cooperating teachers are expected to become very directly involved in teaching student teachers the skills of presentation and classroom management. The role of the cooperating teacher is also to provide the student teacher with the information and resource materials basic to teaching in a

practicum situation. It was also stated that the student teacher mentor would be directly involved with lesson observation and focused feedback to the student teachers.

There are at least eighteen states that now require some form of extended teacher preparation other than undergraduate coursework and student teaching (Theis-Sprinthall, Lois, 1986). Ohio, Kentucky, North Carolina and California are a few of the states that have school districts implementing such programs.

Findings suggest that an induction process for beginning teachers should offer the guidance and support that they need to overcome the stress and anxiety that accompany a new teaching job. This addition to the training received in college is rapidly developing across the country. These teacher training programs not only improve the performance of new teachers, but also provide leadership opportunities for experienced teachers.

Responsibilities of the mentor teacher in this respect may include ASSISTANCE WITH CURRICULUM, GUIDANCE IN CLASSROOM MANAGEMENT or even INVOLVEMENT IN THE BEGINNER'S EVALUATION (Galvez-Hjornevik, 1986). According to Galvez-Hjornevik, ASSISTANCE, HELPING WITH PROFESSIONAL GROWTH, SUPPORT and COACHING are the main themes that have come out of the four teacher-training programs investigated.

Godley, Klug and Klilson (1986-87) report that role perceptions of teacher consultants in Oklahoma fall into the categories of RESOURCE PERSON, SUPPORT PERSON, PROBLEM SOLVER, EVALUATOR and PROVIDER OF WORK SOCIALIZATION. These people felt that it was important to be sharing, have good interpersonal skills, non-threatening communications and to be frank and honest.

Gray (1985) reports that in 1978 Schein categorized mentor roles into eight possibilities. Three of these reported most frequently in interviews conducted by Gehrke and Kay (1984) were TEACHER, CONFIDANT and ROLE MODEL. Schein's other possible roles were DEVELOPER OF TALENTS, SPONSOR, DOOR OPENER, PROTECTOR and SUCCESSFUL LEADER. Gray himself sees major mentor roles as LEADER, ROLE MODEL, INSTRUCTOR, DEMONSTRATOR, MOTIVATOR, SUPERVISOR, COUNSELOR and PROMOTOR OF INDIRECT MENTORING.

In North Carolina, a mandated induction program involves a mentor teacher as part of a support team. As Hawk (1986-87) relates, questionnaires and small group discussions with members of a support system from three school systems indicated the main categories of assistance to be TEACHING STRATEGIES, PAPERWORK MANAGEMENT, LISTENING, MATERIALS LOCATION and STUDENT MANAGEMENT.

A study conducted by Huffman and Leak (1986) in a school system in a large city in Southeastern U.S. found that teachers involved found their role to be one of SUPPORT and ENCOURAGEMENT in that they provided positive reinforcement, guidance and moral support, patience and understanding. Mentors also gave PRACTICAL ASSISTANCE in that they shared ideas and instructional materials and assisted in familiarization with the curriculum. Along these lines mentors also gave suggestions for instructional presentations, organization of time and classroom management. PROVIDING FEEDBACK and EVALUATION was also noted as being an important role.

Theis-Sprinthall (1986) defines the role of the mentor as very complex requiring the ability to DEMONSTRATE, to OBSERVE and to COACH. Effective mentoring can only happen if classroom teachers are adequately trained for this role. School systems need to develop extensive inservice training for mentor teachers.

In summary, in a review of the literature it seems that four areas were commonly discussed as important roles of the mentor teacher in a teaching training program: 1. resource person and assistant to the new teacher with planning, instruction, materials and curriculum; 2. supporter, coach and motivator; 3. problem solver, listener and counselor; and 4. evaluator.

These four are also very important in the clinical site project where intern teachers work with experienced teachers.

Appendix C. A REPORT ON THE CONFERENCE ON MENTORING, SUMMER OF 1988 - Martha S. Jenkins

On July 26 and 27, the University of Massachusetts's School of Education held a workshop to discuss the progress made over the past two years at the East Longmeadow Clinical Site. Issues of mentoring and collaboration were discussed with faculty from East Longmeadow High School, as well as several other area schools interested in exploring the initiation of new site projects. Participating schools included teachers and administrators from East Longmeadow High School, Greenfield High School(a new site project), Amherst Regional High School and Pathfinder Vocational School.

The workshop entitled Workshop on Mentoring and Clinical Site Development was co-directed by Peter Cannone, Associate Superintendent of the East Longmeadow Schools, Dr. Helen Schneider, Adjunct Professor, School of Education, and Dr. Earl Seidman, Professor, School of Education. Dr. Jack Hruska, Associate Professor at the School of Education, was the facilitator.

DAY ONE: WORKSHOP

The workshop began by addressing specific questions on mentoring. In small groups we discussed our perceptions of the roles and skills of a good mentor teacher. The questions and answers which surfaced during our discussion were recorded and color coded according to agreement among the members of the group: green for total agreement, yellow for uneasy consensus, and red for widely differing opinions among group members.

When returned to report group findings we discovered that many of the groups shared similar ideas, cautions and worries. The mentor as support person, resource person, and coach were noted by most groups in green. Some of the more cautionary ideas that were reported were mentor as role model, the interns' right to fail as part of the learning process, variance of subject material by the intern and interns experimenting with different teaching styles and methods of teaching. Ideas recorded in red were mentor as evaluator, evaluation of mentors, the selection process for mentor teachers, and compensation for mentors.

A more general discussion ensued around mentors as evaluators. Many different ideas were discussed including the two contradictory roles a mentor must fill, that of evaluator and support person. Can one person provide both effectively, or does one detract from the other? Questions and discussion also

focused around the state's newly established provisional teacher certification and its implications.

Participants divided into large groups in the afternoon to discuss issues of collaboration. Teachers from East Longmeadow shared their experiences with the University of Massachusetts and East Longmeadow collaboration. Many of the staff members from the Greenfield, Amherst and Pathfinder Schools discussed tensions with the University encountered in the past and voiced concerns about future collaborations. Many shared problems that had also occurred initially in the ELHS/UMASS project and the faculty of each responded with solutions that they had found helpful.
The large group reconvened and each small discussion group reported back on their conclusions. The first day of the workshop ended with two questions -- why was the East Longmeadow Site successful and can it be duplicated?

DAY TWO: WORKSHOP

Day two of the workshop began with Facilitator Hruska looking historically at the changing expectations of public schools and how these changes have affected the job of teachers. Now more than ever, teachers are expected to do more than teach. We have been handed jobs traditionally done by parents, such as human development and social control, and been given one hundred

children to teach. Are we faced with impossible jobs? Hruska stressed that teacher education must become a mesh of theory and practice, readying our future teachers for a tough, almost impossible, job. " How can we do all of this (prepare new teachers) in a way that enriches the life of the site school?" concluded Hruska.

PANEL DISCUSSION

A panel presentation, Perspectives on Mentoring, followed, led by Dr. Verne Thelen, Professor at the School of Education. Members included representatives of all the schools present at the workshop, included an intern from the site project. Michael Sullivan, intern teacher at East Longmeadow High School in the Spring of 1988, began the discussion with a summary of his intern

experience. Sullivan found teacher and administrative support, involvement throughout the school, and comradery between the twelve student interns at East Longmeadow to be very different experiences from those of other student teachers learning in more traditional settings. John DiIorio, teacher at Greenfield High School and leader of the new site there, spoke about some of his research findings on mentoring. Virginia Bastable, teacher at Amherst Regional High School and University staff member,

discussed how her perceptions had changed and grown with collaboration; as a teacher she began to realize that she had known a lot more about math, her subject, classroom management, and the school community than she had about how students learn. The final member of the panel to speak was Peter Cannone, Associate Superintendent of East Longmeadow Schools, who explained how the project had started and how he had watched it change the teachers involved: revitalizing them, rejuvenating collegial relationships, and increasing their interest in graduate study.

Incorporated into the panel was Responder Joyce Conlin, teacher at East Longmeadow High School and two time mentor teacher. Conlin warned that apathy in the schools must be addressed as a problem, and clinical sites must not be used as a bandaid solution. Other responders included Rich Sinkowski and Bill Paquette, both teachers at Pathfinder Vocational School and Lucretia Crocker Fellows. Each teacher described some of his experiences while traveling around to different schools, talking to teachers about

their jobs and introducing them to new methods of teaching. Sinkowski noted a real reluctance on the part of teachers to change. Both Paquette and Sinkowski see this stemming from fear, isolation and the need for stronger connections between teachers.

They also noted a lack of time for reflection that is so important in the teaching profession.

RESEARCH

Over a working lunch, Dr. Seidman discussed ongoing research the School of Education had been conducting on site development. He introduced Antonia Tingitana and Jim O'Donnell, University Supervisors, who discussed the interviews they had conducted with mentor teachers and interns. Steven Winter, Tufts University, then spoke about the new mentoring program currently being instituted in and around Boston.

SITE MEETINGS

Site development meetings followed with individual schools meeting and discussing new agendas for the fall and some long term planning. The large group reconvened for the last time; comments were shared and evaluations were completed by the participants.

EVALUATIONS

From these evaluations we have learned that the participants left with a lot of enthusiasm about teaching and mentoring. Some

of the comments were indicative of this were: "I am more committed to overcome those ever present educational concerns to improve my environment and more importantly that environment of our students because of the enthusiasm of this group. I feel good about teaching." "Re-kindled some excitement from getting in on the ground floor of an important direction of teacher training." "Gathering of insights into the roles,skills, and qualities of mentors."

From the discussion of the two days of the workshop and from the comments on the evaluations it seems there is a great need and desire for collaboration between teachers and between public schools and universities. When collaboration works it becomes an effective tool for rejuvenating and exciting both interns, teachers, administrators, and directly and indirectly the students. Bill Paquette, in relating his experiences as a Lucretia Crocker Fellow said he learned about caring from talking to a lot of frustrated and lonely teachers. "We must give teachers time to speak among themselves -- the mentoring program seems to give us this time."

EAST LONGMEADOW HIGH SCHOOL

EAST LONGMEADOW, MASSACHUSETTS

Office of the Principal

January 15, 1986

TO: East Longmeadow High School Staff

FROM: Peter J. Cannone, Principal

RE: East Longmeadow High School / University of Massachusetts Project

It is essential to have strong faculty involvement from the beginning of this project. Please feel free to offer any suggestions.

One major field experience for the Spring, 1986, semester for pre-practicum students will be the opportunity to visit a "suburban" high school with a special focus on how the school's grouping or teaching system works.

As a starting point I would like to invite a significant number of UMASS pre-practicum students for a day-long visit some time in late February or early March.

At this point I am interested in knowing which of you would be willing to allow students to visit your class for this day-long visit.

I would appreciate your completing the form below and returning it to me by FRIDAY, JANUARY 17. I apologize for this short notice; however, I must have this information for next Wednesday.

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